

# Guide to Test Report Interpretation



## TCAP Achievement Test and Modified Academic Achievement Standards (MAAS) Assessment Grades 3 - 8

Spring 2012 - Form C





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## Introduction

This document was prepared to help educators understand the Tennessee Comprehensive Program (TCAP) Achievement Test results, and it may be helpful when making important decisions regarding instructional needs for classes and individual students.

Each spring, Tennessee students in grades 3-8 take a timed, multiple-choice achievement test as part of the TCAP. The TCAP Achievement Test is a criterion-referenced test that has fresh, non-redundant test items and is customized yearly to measure academic skills and knowledge in Reading/Language Arts, Mathematics, Science, and Social Studies.

Criterion-referenced tests measure a student's performance against specific content standards or criteria, rather than compare the performance of test takers. Curriculum standards, as defined by the State of Tennessee, provide expectations for student accomplishment. From these expectations, performance indicators were written to describe how the expectations would be measured. On the TCAP Achievement Test, each test item is directly linked to a performance indicator. Performance indicators are clustered into reporting categories for the reports described in this document.

The Spring 2012 Achievement Tests were aligned with new curriculum standards for Reading/Language Arts, Mathematics, and Science. The Social Studies curriculum standards were not revised. For additional information on the Tennessee curriculum and what the student should be learning at his or her grade level, visit the Division of Curriculum and Instruction website at <http://state.tn.us/education/curriculum.shtml>.

Three different types of tests make up the TCAP Achievement Program: (1) the Achievement (ACH) Test, (2) the Modified Academic Achievement Standards (MAAS) Assessment, and (3) the English Linguistically Simplified Assessment (ELSA).

1. The ACH is the general assessment for grades 3-8.
2. The MAAS Assessment is a more appropriate assessment for some special education students. An IEP team determines if a student is eligible based on criteria given by the state. The MAAS is challenging for eligible students whose disability has prevented them from attaining grade-level proficiency. The MAAS is based on grade-level content standards and is different from the ACH Test in the following ways:
  - Shorter test with three answer choices
  - Shorter reading passages
  - Simplified language
  - Print styles simplified
  - Charts, graphs, and tables simplified
  - Fewer passages or items on each page
3. The ELSA is given to students who are eligible to receive English as a Second Language (ESL) services. The language for ELSA test items was simplified to help measure the intended knowledge or skill. The knowledge or skill being assessed was not simplified. ELSA items may have been simplified in one or more of the following ways:
  - Wordiness decreased
  - Common words and simplest verb forms used
  - Words with multiple meanings avoided
  - Concrete words used
  - Sentence structure simplified
  - Context simplified

A variety of TCAP Achievement reports are available to educators via PearsonAccess. PearsonAccess is a secure website that requires a login and password. The chart below shows the report name, the target audience, and the distribution (e.g., teacher, school, system). The Achievement Test reports are posted on PearsonAccess at <http://www.pearsonaccess.com/cs/Satellite?pagename=Pearson/QuickLink/tn>.

Report	Distribution	Print	PDF/Print on Demand
Individual Profile Report (IPR)	Student/Parent	•	•
Student Label	School	•	•
Class Report	School		•
Achievement Level Summary Report	School System		•
Reporting Category Performance Report	School System		•
Disaggregation Summary Report	School System		•

The Tennessee Department of Education has taken precautions to maintain security around test data. A paper copy of the IPR is provided for the students and parents/guardians as usual, but all other reports will be posted only to PearsonAccess in PDF format for download by schools and systems. If you have questions about gaining access to the TCAP Achievement Test reports discussed in this document, contact the testing coordinator for the school or system.

Additional information pertaining to the TCAP Achievement Test Program is located at <http://www.state.tn.us/education/assessment/achievement.shtml>.

If, after reading this guide, you have further questions about TCAP Achievement Program, please contact:

TCAP Achievement Assessment Program  
Assessment Logistics  
7<sup>th</sup> Floor Andrew Johnson Tower  
710 James Robertson Parkway  
Nashville, TN 37243  
Telephone: (615) 741-0720

Email TCAP Achievement Test questions: [tned.assessment@tn.gov](mailto:tned.assessment@tn.gov)

## Features Included On All Reports

- A** Displays the name of the report appearing in this area.
- B** Features the teacher name, school name, and/or system name.
- C** Shows the content area and grade level being reported.
- D** Indicates the type of test that was taken (e.g., ACH, MAAS, ELSA) and test form.
- E** Provides a purpose statement and the reason for the report.
- F** Gives a graphical representation of how students performed in each reporting category. Because the curricula for English Language Arts, Mathematics, and Science were revised, the Achievement Level Indicators were also revised.

★ Advanced – Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are significantly prepared for the next level of study.

- Proficient – Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are prepared for the next level of study.

- **Basic** – Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are minimally prepared for the next level of study.

**Δ Below Basic** – Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skill specified by the grade/course level content standards and are not prepared for the next level of study.

The Achievement Level Indicators are slightly different for Social Studies because Social Studies curriculum was not revised

- ★ Advanced – Demonstrates an understanding of the application of complex concepts and skills of the content area.
- Proficient – Demonstrates general understanding of the essential concepts and skills of the content area.
- Below Proficient – Demonstrates a lack of understanding of the essential concepts and skills of the content area.

## Tennessee Comprehensive Assessment Program (TCAP)

# A Class Report

TCAP Achievement Test – Spring 2012

Test Administrator: **TEST ADMINISTRATOR**

School: **SCHOOL NAME**

System: **SYSTEM NAME**

TAG ID: 1001234

## B Reading/Language Arts – Grade 6

### Achievement Form C

**Purpose:** This report provides the teacher with a comprehensive analysis of student performance on the Tennessee Achievement Test. In addition, the report shows the students' performance on each Reporting Category.

**Reporting Category Performance Index (RCPI)** is the estimated number of items the student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

Achievement Level (AL) Indicators	Number Correct Score Ranges	Scale Score Ranges
★ = Advanced	99 - 99	999 - 999
● = Proficient	99 - 99	999 - 999
● = Basic	99 - 99	999 - 999
△ = Below Basic	99 - 99	999 - 999

Total Number of Students Listed: 999

Test Administrator: **SCHOOL SYSTEM STATE**

Reporting Categories									
Language	Vocabulary	Writing and Research	Communication and Media	Logic	Informational Text	Literature	Reading Composite	Language Arts Composite	
<b>Average RCPI</b>									
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99
<b>RCPI Cuts for Achievement Levels</b>									
99	99	99	99	99	99	99	99	99	99
99	99	99	99	99	99	99	99	99	99

Student Name	Number Correct	Scale Score	Overall Achievement Level	Achievement Level (AL) & RCPI															
				AL	RCPI	AL	RCPI	AL	RCPI	AL	RCPI	AL	RCPI						
ALASTNAME, FIRSTNAME A.	ABS	ABS	Absent	Student was absent.															
BLASTNAME, FIRST	DNA	DNA	Did Not Attempt	Student did not attempt any items for this content area.															
CLASTNAME, FIRST F.	99	999	Basic	★	99	△	99	★	99	●	99	●	99	●	99	●	99	●	99
DLAST, FIRSTNAME M.	99	999	Proficient	★	99	★	99	★	99	★	99	★	99	★	99	★	99	★	99
ELAST, FIRST C.	INE	INE	Ineligible	Student is ineligible for this content area.															
FLASTNAME, FIRSTNAME A.	99	999	Advanced	★	99	★	99	★	99	★	99	★	99	★	99	★	99	★	99
GLAST, FIRST X.	NULL	NULL	Nullified	Student's score was nullified.															
HLASTNAME, FIRST E.	ME	ME	Exempt	Student was granted a medical exemption for this content area.															
JLAST, FIRSTNAME M.	99	999	Basic	●	99	●	99	△	99	●	99	●	99	●	99	●	99	●	99
KLAST, FIRST C.	99	999	Proficient	●	99	●	99	★	99	●	99	●	99	●	99	●	99	●	99
LLASTNAME, FIRSTNAME A.	99	999	Advanced	★	99	●	99	★	99	★	99	★	99	★	99	★	99	★	99
MLAST, FIRSTNAME M.	ELL	ELL	ELL Excluded	Student's status is ELL Excluded.															
MLLAST, FIRST N.	99	999	Proficient	●	99	●	99	●	99	●	99	●	99	●	99	●	99	●	99
QLASTNAME, FIRST B.	99	999	Basic	●	99	●	99	△	99	●	99	●	99	●	99	●	99	△	99

ELSA and Large Print tests are included in these results.

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## Individual Profile Report (IPR)

The Individual Profile Report (IPR) is intended primarily for students and parents. The IPR provides information regarding a student's overall performance on the content area and in each reporting category. Reporting Category Performance Index (RCPI) results can be used to help identify areas of student strengths and needs in each reporting category. This report provides important information that can be used for instructional planning specific to the student, and it also provides a point of reference for the teacher during a parent-teacher conference.

- A** States the student's name and identifying information.
- B** Lists the reporting categories, which identify areas of student strengths and needs across different content areas of the test.
- C** Symbolizes the student's Achievement Level in each reporting category.
- D** Features the student's RCPI for each reporting category. The RCPI is an estimate of the number of items the student would be expected to answer correctly if there had been 100 such items for that category.
- E** Displays a bar graph which represents how the student performed in each reporting category based on the RCPI. The graph allows you to see how close the student's score was to the next higher or lower performance level.

The diamond (◆) symbolizes the student's RCPI.


The bar (■) indicates the proficient range of the reporting category.

The line to the right and left of the student RCPI symbol (—) represents the range where the student would most likely score in a similar test experience.

- F** Shows minimum RCPIs for Achievement Levels (cut scores shown are for display only).
- G** Gives the student's scale score and overall Achievement Level for the test.
- H** Provides information about knowledge and skills associated with the Achievement Levels.

**Tennessee Comprehensive Assessment Program (TCAP)**

**Individual Profile Report**  
TCAP Achievement Test – Spring 2012



**A** **FIRSTNAME M. LASTNAME**  
USID: XXXXX9999  
Birth Date: mm/dd/yyyy  
Grade: 6

Test Administrator: TEST ADMINISTRATOR  
School: SCHOOL NAME  
System: SYSTEM NAME

**Reading/Language Arts Test Results**

**Purpose:** This report provides a comprehensive record of your student's performance on the Reading/Language Arts portion of the TCAP Achievement Test. It is a source of information for instructional planning specific to your student and a point of reference for the teacher during a parent-teacher conference. Please refer to the accompanying brochure, *Understanding Your Student's Individual Profile Report (IPR)*.

**Your Student's Performance**

A graphic representation of your student's performance on the Reporting Categories of Reading/Language Arts is shown to the right. The Achievement Level achieved in each Reporting Category is represented by the following symbols:

Achievement Level (AL) Indicators	Scale Score Ranges
★ = Advanced	999 - 999
● = Proficient	999 - 999
● = Basic	999 - 999
△ = Below Basic	999 - 999

**G** Your Student's Scale Score is: **475**  
**Achievement Level: Proficient**

Reporting Categories	Student Achievement Level	Student RCPI	Achievement Level	RCPI Cut for Basic	RCPI Cut for Proficient	RCPI Cut for Advanced
Language	★	85		20	43	84
Vocabulary	★	90		17	33	83
Writing and Research	●	62		21	39	78
Communication and Media	●	25		12	29	67
Logic	●	34		18	30	59
Informational Text	★	95		29	44	77
Literature	●	32		22	32	60
Reading Composite	●	34		18	30	59
Language Arts Composite	●	51		21	49	79

**H** The **Reporting Category Performance Index (RCPI)** is an estimate of the number of items your student would be expected to answer correctly if there had been 100 such items for the category.

This report shows that your student has an opportunity for improvement in: **Communication and Media**

**Your student's Achievement Level for Reading/Language Arts is Proficient.**

**Language:** A student at this level demonstrates grade level mastery by typically using standard grammar, usage, and mechanics. The student typically employs a variety of strategies and resources to determine the definition, pronunciation, and usage of words and phrases. The student typically understands and uses correctly a variety of sentence structures.

**Communication:** A student at this level demonstrates grade level mastery by typically using critical listening skills essential for comprehension, evaluation, problem solving, and task completion. The student typically begins to differentiate between summarizing and paraphrasing. The student typically begins to distinguish between a summary and a critique. The student typically identifies the thesis, main points, and organizational structure of a speech.

**Writing:** A student at this level demonstrates grade level mastery by typically writing in a variety of modes for a variety of purposes and audiences. The student typically employs a variety of prewriting strategies. The student typically organizes ideas into an essay with an introduction, developing paragraphs, appropriate transitions, and conclusion. The student typically refines strategies for editing and revising written work.

**Research:** A student at this level demonstrates grade level mastery by typically defining and narrowing a research topic. The student typically makes distinctions about the validity of sources. The student typically gathers and uses relevant information from a variety of primary and secondary sources. The student writes a research paper typically using a standard format with technology and graphics.

**Logic:** A student at this level demonstrates grade level mastery of the reading process. The student typically uses logic to make inferences and draw conclusions in a variety of oral and written contexts. The student typically analyzes text for logical relationships, including fact and opinion and cause-effect. The student typically explores deductive and inductive reasoning. The student typically analyzes communication for persuasive devices.

**Informational Text:** A student at this level demonstrates grade level mastery of the reading process. The student typically comprehends and summarizes the main ideas and supporting details of informational texts. The student typically identifies the organizational structures of informational texts. The student typically reads, interprets, and analyzes the text features of informational texts.

**Media:** A student at this level demonstrates grade level mastery by typically analyzing media for their ability to inform, persuade, and entertain. The student typically examines the relationship between the visual and the verbal in media. The student typically recognizes how visual and sound techniques affect messages in various media. The student typically applies and adapts the principles of written composition to create coherent media productions.

**Literature:** A student at this level demonstrates grade level mastery of the reading process. The student typically reads and comprehends a variety of works from various forms of literature. The student typically analyzes works of literature with regard to their historical periods. The student typically understands the characteristics, conventions, and literary terms of a variety of literary genres.

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## Student Label

This label is provided for the school to attach to each student's permanent record file.

- A** States the student's name and identifying information.
- B** Indicates the school year and test form.
- C** Gives the system and school name.
- D** Provides the scale score and Achievement Level for each content area.
- E** Features minimum scale scores for Achievement Levels.

<b>A</b>	<b>LASTNAME, FIRSTNAME M.</b>		<b>C</b>	SCHOOL NAME		<b>ELL Excluded - RLA w/o responses</b>		
	Grade: 6			SYSTEM NAME				
	USID: XXXXX9999							
	Birth Date: mm/dd/yyyy							
	ELL Excluded							
<b>B</b>	School Year: 2011-2012		<b>D</b>	<b>Student's Scale Score</b>				
	ACHIEVEMENT FORM C			<b>Achievement Level</b>				
				Scale Score for Advanced				
				Scale Score for Proficient				
				Scale Score for Basic				
		<b>E</b>						
			READ/LANG ARTS		MATHEMATICS		SCIENCE	
			Not Available		999		999	
			ELL Excluded		Advanced		Proficient	
			999		999		999	
		999		999		999		
		999		999		999		
						Not Applicable		

# Class Report

The Class Report provides the teacher with a comprehensive analysis of student performance on the TCAP Achievement Test. In addition, the report shows the student's performance in each reporting category.

- A** Outlines the number correct and scale scores for each Achievement Level.
- B** Lists the names of the students in the class.
- C** Displays the number correct for each student.
- D** Shows the scale score for each student.
- E** Provides the overall Achievement Level for the content area for each student.
- F** Features Achievement Level and RCPI for each reporting category for each student. The RCPI is the estimate number of items a student would be expected to answer correctly had there been 100 similar items for that reporting category.
- G** Gives the average RCPI for each reporting category for the teacher, school, system, and state. The RCPI required to reach the Achievement Levels is also given.

Tennessee Comprehensive Assessment Program (TCAP)			Class Report TCAP Achievement Test – Spring 2012		TAG ID: 1001234																																																																																																																																																																																																																																																																																													
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ELSA and Large Print tests are included in these results.

# School Achievement Level Summary Report

The School Achievement Level Summary Report provides administrators with a comprehensive analysis of student performance on the TCAP Achievement Test. Results are shown for Reading/Language Arts, Mathematics, Science, and Social Studies.


- A** Gives the Achievement Level descriptors for Reading/Language Arts, Mathematics, and Science.
- B** Gives the Achievement Level descriptors for Social Studies.
- C** Provides information on the percentage of students that fall into each Achievement Level for Reading/Language Arts.
- D** Provides information on the percentage of students that fall into each Achievement Level for Mathematics.
- E** Provides information on the percentage of students that fall into each Achievement Level for Science.
- F** Provides information on the percentage of students that fall into each Achievement Level for Social Studies.

**Tennessee  
Comprehensive  
Assessment Program  
(TCAP)**

## School Achievement Level Summary Report

TCAP Achievement Test – Spring 2012

School: **SCHOOL NAME**  
System: **SYSTEM NAME**



**All Content Areas – Grade 7**
**Achievement Form C**

**Purpose:** This report provides administrators with a comprehensive analysis of student performance on the TCAP Test. Results are shown for Reading/Language Arts, Mathematics, Science, and Social Studies for Grade 7.

**READING/LANGUAGE ARTS, MATHEMATICS, AND SCIENCE**

**Achievement Levels and Descriptors**

**Advanced:** Students who perform at this level demonstrate superior mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are significantly prepared for the next level of study.

**Proficient:** Students who perform at this level demonstrate mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are well prepared for the next level of study.

**Basic:** Students who perform at this level demonstrate partial mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are minimally prepared for the next level of study.

**Below Basic:** Students who perform at this level have not demonstrated mastery in academic performance, thinking abilities, and application of understandings that reflect the knowledge and skills specified by the grade/course level content standards and are not prepared for the next level of study.

**SOCIAL STUDIES**

**Achievement Levels and Descriptors**

**Advanced:** Student demonstrates application of complex concepts and skills of the content area.

**Proficient:** Student demonstrates general understanding of the essential concepts and skills of the content area.

**Below Proficient:** Student demonstrates a lack of understanding of the essential concepts and skills of the content area.

**READING/LANGUAGE ARTS**

ELL Excl = 99,999    ABS = 99,999    DNA = 99,999    INE = 99,999    ME = 99,999    NULL = 99,999

	School	School	SCHOOL TOTALS	
	99,999	99,999	System	State
Total Tested	99,999		99,999	99,999
Students with No Score*	99,999		99,999	99,999

**C**

Achievement Levels	Number Tested	Percent	0	10	20	30	40	50	60	70	80	90	100	Percent	Percent	
Advanced	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Proficient	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Basic	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Below Basic	99,999	999%	<div style="width: 100%;"></div>												999%	999%

**MATHEMATICS**

ABS = 99,999    DNA = 99,999    INE = 99,999    ME = 99,999    NULL = 99,999

	School	School	SCHOOL TOTALS	
	99,999	99,999	System	State
Total Tested	99,999		99,999	99,999
Students with No Score*	99,999		99,999	99,999

**D**

Achievement Levels	Number Tested	Percent	0	10	20	30	40	50	60	70	80	90	100	Percent	Percent	
Advanced	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Proficient	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Basic	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Below Basic	99,999	999%	<div style="width: 100%;"></div>												999%	999%

**SCIENCE**

ABS = 99,999    DNA = 99,999    INE = 99,999    ME = 99,999    NULL = 99,999

	School	School	SCHOOL TOTALS	
	99,999	99,999	System	State
Total Tested	99,999		99,999	99,999
Students with No Score*	99,999		99,999	99,999

**E**

Achievement Levels	Number Tested	Percent	0	10	20	30	40	50	60	70	80	90	100	Percent	Percent	
Advanced	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Proficient	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Basic	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Below Basic	99,999	999%	<div style="width: 100%;"></div>												999%	999%

**SOCIAL STUDIES**

ABS = 99,999    DNA = 99,999    INE = 99,999    ME = 99,999    NULL = 99,999

	School	School	SCHOOL TOTALS	
	99,999	99,999	System	State
Total Tested	99,999		99,999	99,999
Students with No Score*	99,999		99,999	99,999

**F**

Achievement Levels	Number Tested	Percent	0	10	20	30	40	50	60	70	80	90	100	Percent	Percent	
Advanced	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Proficient	99,999	999%	<div style="width: 100%;"></div>												999%	999%
Below Proficient	99,999	999%	<div style="width: 100%;"></div>												999%	999%

\* Students with No Score is the sum of students counted as Absent (ABS), Did Not Attempt (DNA), Ineligible (INE), Medically Exempt (ME), Nullified (NULL), or ELL Excluded (for Reading/Language Arts only). ELSA, Braille (Form A), and Large Print tests are included in these results.

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# School Reporting Category Performance Report

The School Reporting Category Performance Report provides administrators with a comprehensive analysis of student proficiency in each reporting category and the average performance by reporting category of the TCAP Achievement Test. The results may be used to analyze curriculum strengths and areas of need.

- A** Gives the total number of students tested at the state, system, school, and class levels.
- B** Shows the total percent of students that were proficient and above at the state, system, school, and class levels.
- C** Provides the average RCPI and the Percent Proficient (PP) for each reporting category for each class. The Achievement Level symbol is displayed for each reporting category per class.

## Tennessee Comprehensive Assessment Program (TCAP)

## School Reporting Category Performance Report

TCAP Achievement Test – Spring 2012

School: SCHOOL NAME  
System: SYSTEM NAME



### Reading/Language Arts – Grade 6

Achievement Form C

**Purpose:** This report provides administrators with a comprehensive analysis of student proficiency in each Reporting Category of the Tennessee Achievement Test. This information may be used to inform instruction.

**Percent of Proficient Students (PP):** Results include all students achieving an Achievement Level of Proficient and above for the respective Content Area and Reporting Categories.

**Reporting Category Performance Index (RCPI)** is the estimated number of items the student would be expected to answer correctly had there been 100 similar items for that Reporting Category.

**Achievement Level (AL) Indicators**

★ = Advanced

● = Proficient

● = Basic

△ = Below Basic

SCHOOL

Reporting Categories																				
READING/LANG ARTS																				
	Language		Vocabulary		Writing and Research		Communication and Media		Logic		Informational Text		Literature		Reading Composite		Language Arts Composite			
	Ave # CORRECT		99		99		99		99		99		99		99		99			
A	CC	B	999		999		999		999		999		999		999		999			
TOTAL TESTED	TOTAL % PROF.	Average RCPI, Achievement Level (AL), and Percent of Proficient Students (PP) By Reporting Category																		
		RCPI	AL	PP	RCPI	AL	PP	RCPI	AL	PP	RCPI	AL	PP	RCPI	AL	PP	RCPI	AL	PP	
STATE	99,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	
SCHOOL	99,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	
ADMINISTRATOR	99,999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	999	
ADMINISTRATOR	99,999	999	★	999	999	★	999	999	●	999	999	●	999	999	●	999	999	★	999	
ADMINISTRATOR	99,999	999	999	★	999	999	★	999	999	●	999	999	●	999	999	△	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	★	999	999	●	999	999	★	999	999	★	999	999	★	999	999	★	
ADMINISTRATOR	99,999	999	999	●	999	999	★	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	★	999	999	△	
ADMINISTRATOR	99,999	999	999	★	999	999	△	999	999	★	999	999	●	999	999	★	999	999	●	
ADMINISTRATOR	99,999	999	999	★	999	999	●	999	999	★	999	999	△	999	999	★	999	999	★	
ADMINISTRATOR	99,999	999	999	★	999	999	△	999	999	●	999	999	★	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	●	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	★	999	999	△	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
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ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
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ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
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ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	
ADMINISTRATOR	99,999	999	999	●	999	999	●	999	999	★	999	999	●	999	999	●	999	999	●	

Braille tests are excluded from these results.  
ELSA and Large Print tests are included in these results.

# School Disaggregation Summary Report

The Disaggregation Summary Report displays the number and percent proficient by reporting category for the selected subgroups.

- A** Displays the subgroups that are included in this report.
- B** Shows the number of students tested in each subgroup.
- C** Gives the number and percent of students for the subgroups listed that achieved proficiency.
- D** Provides the number and percent proficient in each reporting category.
- E** Lists median scale score, lowest scale score, and highest scale score for each subgroup.

## Tennessee Comprehensive Assessment Program (TCAP)

## School Disaggregation Summary Report

TCAP Achievement Test – Spring 2012

School: SCHOOL NAME

System: SYSTEM NAME



### Reading/Language Arts – Grade 6

Achievement Form C

**Purpose:** This report describes group achievement for selected reporting populations.

A Student Population/ Subgroup		B Number of Students Tested <sup>1</sup>		C Number and Percent of Students Achieving Proficiency <sup>2</sup>		D Number and Percent Proficient by Reporting Category																				E Scale Score Range For Content Area Low: 999 High: 999		
						Language		Vocabulary		Writing and Research		Communication and Media		Logic		Informational Text		Literature		Reading Composite		Language Arts Composite		M	L	H		
						#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%	#	%					
Total Tested		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
504 Service Plan																												
With Accommodations		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
Without Accommodations		6	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***				
TOTAL 504 Service Plan		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
Special Education																												
With Accommodations		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
Without Accommodations		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
TOTAL Special Education		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
Modified Format																												
Braille		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
Large Print		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
ELSA		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
ESL Services																												
ELL With Accommodations		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
ELL Without Accommodations		8	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***	***				
TOTAL ELL		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
T1		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
T2		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
TOTAL T1 & T2		999,999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999,999	999	999	999				
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<sup>1</sup> Results include all students with valid scores on the TCAP Achievement Test, including Braille (Form A), Large Print, and ELSA.

<sup>2</sup> Results include all students achieving an overall Achievement Level of Proficient and above for the Content Area.

\*\*\* There are fewer than 10 students with valid scores in this Student Population/Subgroup.

% = Percent of Advanced and Proficient Students in each Reporting Category.

M = Median Scale Score  
L = Lowest Obtained Scale Score  
H = Highest Obtained Scale Score



# **Guide to Test Report Interpretation**

## **TCAP Achievement Test and Modified Academic Achievement Standards (MAAS) Assessment**

### **Grades 3 - 8**

**Spring 2012 - Form C**